

Expeditionary Warfare School



- ***Career level school for Captains – one academic year in length.***
- ***Focus on tactical level of war – the fighting and winning of battles – from the sea.***
- ***190 US Marines, 3 US Navy, 12 US Army and 20 International Officers.***

Colonel John Keenan, USMC, Director

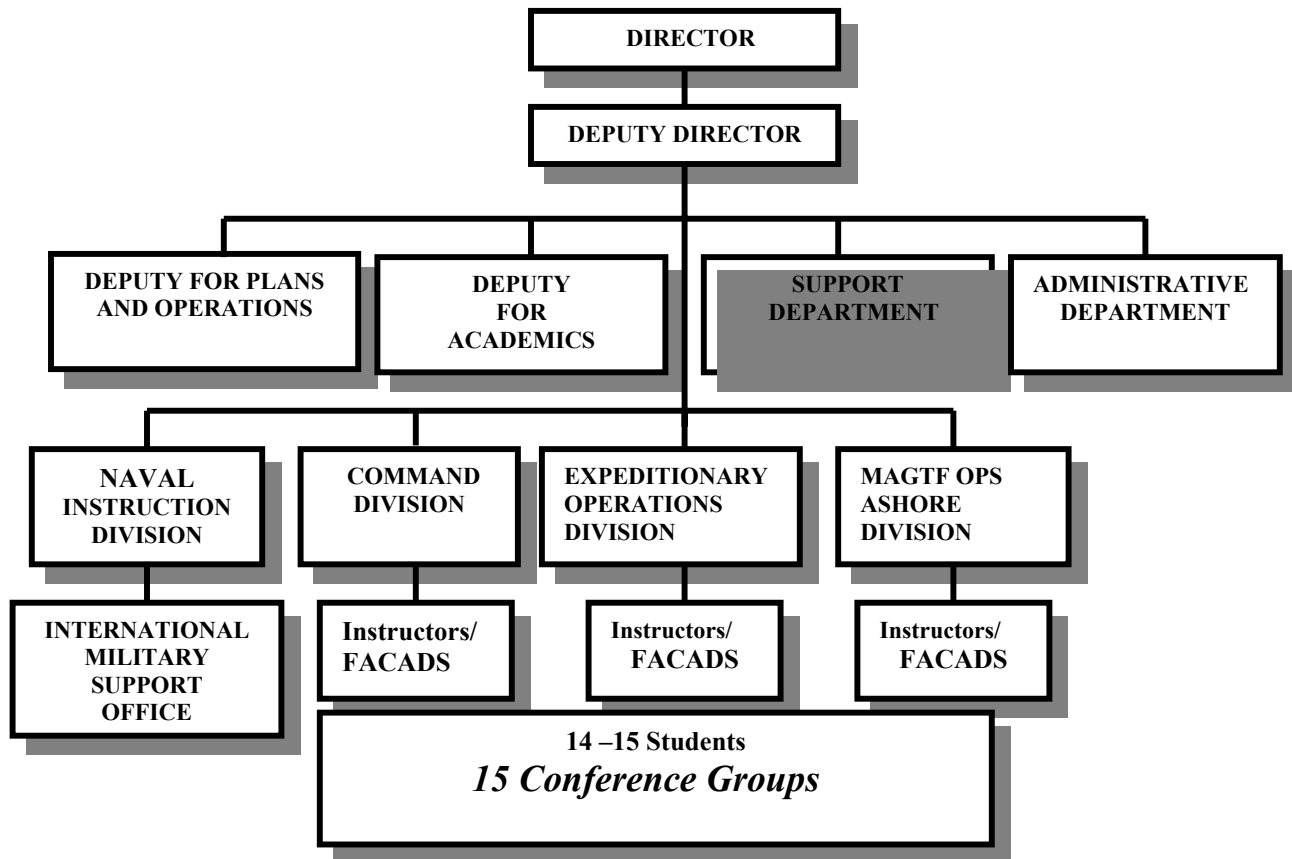
MISSION

To provide career-level professional military education to selected Marine, other service, and international officers with emphasis on command and control, warfighting skills, combined arms operations, and Marine Air-Ground Task Forces (MAGTF) in expeditionary operations in order to prepare graduates to function as commanders and staff officers at appropriate levels within the operating forces.

WEB SITE

<http://www.mcu.usmc.mil/ews>

ORGANIZATION



<u>Rank</u>	<u>Billet</u>	<u>DSN</u>	<u>Commercial</u>
Col	Director	278-2536	(703) 784-2536
LtCol	Deputy Director	278-2536	(703) 784-2536
LtCol	Deputy for Plans and Ops	278-2601	(703) 784-2601
LtCol	Deputy for Academics	278-2321	(703) 784-2321
Capt	Support Officer	278-2766	(703) 784-2766
SSgt	Admin Chief	278-2861	(703) 784-2861

EDUCATIONAL PHILOSOPHY

Instruction at Expeditionary Warfare School is designed to provide students with doctrinal precepts, augmented with the exchange of practical experiences and reinforced with extensive practical exercises. The basis for the majority of the instruction is the conference group consisting of 14 to 15 captains of various military occupational specialties, mentored by a seasoned major, acting as a faculty advisor. Throughout the course, the faculty advisor (FACAD) guides the learning process; monitors / evaluates student progress and challenges students to broaden their education and professional competence.

EDUCATIONAL OBJECTIVES

To produce EWS graduates who are officers that Marines would lead, follow, or want on our flank under the most difficult of circumstances. They are to be experts on the deployment and sustainment of the Marine Air Ground Task Force. They are to be conversant in the operational level of war, imbued with a firm historical foundation as well as the spirit of our Corps. Graduates must be knowledgeable of all aspects of the MAGTF, its organization, functioning, and its employment in joint environs, as well as its unilateral capabilities as part of the Navy team. The Corps' expeditionary and amphibious nature is always the point of departure for our instruction. Our end state should be a graduate we provide a commander and point to with pride.

STUDENT BODY

The student body generally consists of 190 Marine officers representing all MOS's, 12 U.S. Army, 3 U.S. Navy and 20 foreign military officers for a total strength of 225 students. All students are captains or other service equivalents. Attendance at the school is based upon selection after careful screening of records by service manpower assignment departments.

HISTORY

The history of the early development of the Amphibious Warfare School, now the Expeditionary Warfare School (EWS), is the story of a handful of Marine officers who possessed the vision and fortitude to forge the Marine Corps for the next generation. These officers, many of whom were considered "Mavericks" in their day, recognized the need to improve the professional education of Marine officers. On May 14, 1917, the first 24 officers arrived at the Marine Corps Officers Training School (MCOTS) at Quantico, Va., to begin three months training in machine guns, bayonet fighting techniques, grenades, mortars and physical training. Concurrently, a Marine Officers Infantry School (MOIS) was established for field grade officers and focused on such topics as marksmanship, tactics and topography.

By January 1920, second lieutenants no longer attended MCOTS, but were sent to the newly formed Basic School. MCOTS and MOIS were consolidated into one curriculum offered on two different levels. The new curriculum was put into effect in 1921 when the first Company Grade

Officers Course was convened. It consisted of tactics, topography, engineering, administration, law, and Spanish, with the last six weeks spent on training in practical terrain exercises. Beginning in 1935, the Officers Course shifted its focus to Amphibious Warfare as a result of the organization of the Fleet Marine Force on December 19, 1934. Courses included Defense and Seizure of Bases, Marine Intervention as an Occupational Force, Naval Operations and "Small Wars" or Practice Wars.

In the late 1930s, the Company Grade Officers Course was redesignated the Junior Course which all officers were expected to attend before promotion to field grade rank. The Junior Course was discontinued for nearly six years due to manpower shortages during World War II. Reconvening in October 1946, the course was renamed the Amphibious Warfare School Junior Course and extended to six months. The student body, half aviators and half general duty officers, was composed of ranks from second lieutenant to major.

Major changes to the Amphibious Warfare School's curriculum were effected in the late 1940s and early 1950s due to the advent of nuclear warfare. However, those changes did not create a revolution in amphibious theory, such as resulted from the introduction of helicopters in 1947. In 1948, Geiger Hall named for Lieutenant General Roy S. Geiger, was constructed at Quantico for use by the Amphibious Warfare School Junior Course. In 1954, the Junior Course was expanded to nine months as the curriculum was expanded to cover more aviation operations such as helicopterborne troop landings.

In the late 1950s, the curriculum was again reduced to six months and divided into five phases: Principles of Combat (including the nuclear battlefield), Staff Functions and Support, Marine Operations Ashore, Base Defense and Marine Units in Amphibious Warfare.

Coincident with the formation of the Marine Corps Development Center on August 1, 1964, the Junior Course was renamed the Amphibious Warfare School (AWS). In August of 1965, with the course geared towards preparing students for Vietnam, two separate classes convened each year.

In the summer of 1973, the post-Vietnam period, AWS classes were once again extended to nine months in order to meet the demands of new technology and the Cold War Threat. During the academic years 1975-1979, the syllabus was divided into four subcourses: Tactics, Weapons, Command and Management and Professional Skills.

In the summer of 1981, the course curriculum was structured into the major subcourses: Tactics, Operations, Command and Management and a Career Development Program consisting of electives and student research projects. In 1985, the school began a two-year curriculum review that culminated in the addition of the Occupational Field Expansion Course (OFEC), the Battlefield Studies Program and utilization of the Combined Arms Staff Trainer (CAST).

Strong emphasis throughout the Marine Corps on professional Military Education highlighted the period from 1987-1991. In 1989, with the direction of then Commandant of the Marine Corps, General Alfred M. Gray, five Marine Corps schools were organized into the Marine Corps University. Dynamic refinement in the AWS curriculum took place during this period with emphasis on combined arms application, warfighting skills, tactical decision-making and the Marine Air-Ground Task Force expeditionary operations. In December of 2001, the Commandant of the Marine Corps directed that AWS be merged with Command and Control Systems Course conducted by Command and Control Systems School. The merger of these two Captain level courses blended the best of both courses – the command and control emphasis of CCSC with the detailed instruction of Amphibious Operations of AWS. The new school was designated Expeditionary Warfare School and its first class commenced in August 2002.

CURRICULUM

The course is divided into four phases:

- (a.) Phase I is dedicated to an examination of fundamental warfighting concepts, the warfighting functions, command and staff planning and MAGTF organization concepts, and a detailed examination of command and control principles and systems.
- (b.) Phase II focuses on MAGTF tactical operations ashore up to the Marine Expeditionary Brigade level.
- (c.) Phase III addresses the Marine Corps' role in expeditionary operations. This includes an introduction to expeditionary operations, the capabilities and limitations of the MEU (SOC), MAGTFs in amphibious operations and Maritime Prepositioned Force (MPF) operations, and the MAGTF in Military Operations Other Than War.

(d.) Phase IV is eight weeks of MOS specific skill progression training in an officer's occupational field.

Additional blocks of instruction which support the mission of the school are listed below:

Leadership. The Leadership package examines the nature of contemporary military leadership in terms of ethical and moral development. It is designed to enhance leadership skills through a combination of readings, lectures and symposia featuring modern day heroes and renowned academic scholars.

Professional Studies. The Professional Studies package includes the Battle Studies, effective communications, and Professional Reading Programs. Its purpose is to challenge the student to seriously pursue self-education, provide the opportunity to research, study and reflect on issues critical to the profession of arms, and to graduate students who are motivated to share their thoughts with others.

Occupational Field Expansion Courses. Instruction in this subject area offers students the opportunity to hone their individual Military Occupational Specialty (MOS) skills and to pursue interests in fields or endeavors related to the military profession in general and are conducted at the end of the 32-week core curriculum.

Marked Requirements. Student academic performance is evaluated following completion of the following programs: Warfighting, Command and Control, Offense, Defense, and Expeditionary Operations.

Warfighting

This package establishes the philosophy of Warfighting as set forth in MCDP-1 as the foundation for all further instruction. The focus of instruction is on the doctrine of maneuver warfare, the nature of war and the theory and the role of the Marine Corps in national defense.

Command and Control

This package provides an in depth understanding of the nature and application of the Command and Control process. Emphasizing the deliberate planning process, it provides a point of departure for further instruction in recognition decision making and rapid planning models.

The integration of current command and control systems and applications are also emphasized.

MAGTF Operations Ashore

This program of instruction is focused on MAGTF operations ashore and emphasizes how the major subordinate commands of a Marine Expeditionary Brigade fight or sustain the MAGTF. It involves offensive operations focusing on the development of sound military planning/execution and is designed to enable the student to apply an understanding of MAGTF organization and employment, integration of supporting arms and Combat Service Support operations in offensive operations. The defensive portion of the sub-course complements the MAGTF Offensive operations instruction by emphasizing the planning/execution of MAGTF defensive operations.

Expeditionary Operations

Instruction on MAGTF operations including MEU (SOC) operations, amphibious operations at the MEB level, Maritime Prepositioning Forces (MPF) operations, and Military Operations Other Than War (MOOTW) provide the student with the knowledge of how to deploy and employ the MAGTF as part of an Expeditionary Force or in a joint or combined environment across the spectrum of conflict.

Amphibious Operations

The Amphibious Operations portion of the Expeditionary Operations package offers an in-depth exposure to the planning requirements, command and control considerations, coordination complexities and planning documents required for the conduct of an amphibious landing.

FSCAC

An off-site training evolution conducted at MCAGCC, 29 Palms, California as part of the OFEC. The FSCAC provides an opportunity to apply Combined Arms concepts and procedures in a live fire, mechanized scenario.

Capstone Exercise

The culminating exercises of the EWS program incorporate all learning objectives of the academic year into two large scale, computer assisted exercises: one amphibious forcible entry, the other deployment of a Maritime Prepositioning Force. It includes the use of collaborative tools and C2 systems resident in the MAGTF.

International Military Student Program

A comprehensive program designed to familiarize the IMO's with American culture, political processes, education, public and social welfare, the Constitution and Bill of Rights and family life. A two-week Orientation Course which is not part of the academic program precedes the convening date for the resident EWS course.

Marine Corps Issues

A series of classes and discussions covering command responsibilities, techniques, admin procedures, legal considerations and family preparedness issues designed to equip company grade officers for successful company/battery level command. It also includes supply, training management and maintenance instruction.

STUDENT EVALUATION

1. **General.** The Expeditionary Warfare School evaluates student performance primarily through both objective and subjective instruments. The institution's evaluation program serves two purposes; it evaluates the student's understanding of the material presented and provides information relative to the quality of the educational process.

2. Evaluation of Students

a. **Policy.** The School ensures subjective testing instruments evaluate each educational objective. Instructors regularly employ the results of the evaluations to counsel students on their process and to make appropriate revisions to instructional materials.

b. **Standard Evaluation Instruments.** Student performance is evaluated on the four point (A-D) grading system:

(1) Writing Program. (Evaluated by both the Faculty Advisor and the Instructor of Rhetoric and Exposition). This program consists of required papers that support the curriculum as well as a contemporary issues paper written on a topic chosen by the student and approved by the faculty advisor.

(2) Marked Requirements. There are various marked requirements during the academic year. They consist of a series of subjective

questions requiring narrative answers or a graphic portrayal of solutions on work sheets, maps or overlays.

(3) Non-Standard Evaluations. Non-Standard evaluation of student performance is based on the judgment of the evaluator who provides both the student and the appropriate faculty advisor with a narrative summary of his observations on the Student Performance Report form. Non-Standard Evaluations will be provided on a student's:

- Contribution as a seminar member.
- Performance in the Occupational Field Expansion Course (OFEC).
- Performance during practical application exercises, wargames and simulations.

c. Unsatisfactory Grades. The retest of those students who fail to attain a passing grade in a particular subject area will be the responsibility of the primary instructor. The primary instructor will ensure that appropriate remedial instruction, direction, and guidance are provided to afford the student a reasonable opportunity to obtain a passing grade in a remedial evolution. Students who cannot attain a passing grade in a remedial evolution will be referred to the Chief Instructor and the Deputy Director. The Deputy Director will convene a student performance evaluation board (SPEB) to consider the matter and make recommendations to the Director regarding disposition of student referrals.

d. Fitness Reports. Fitness reports on all USMC students are prepared at the end of the school year by faculty advisors and reviewed by the division heads in accordance with the current edition of MCO P1610.7. The reports will not contain any comments with respect to class standing, since such statistics are not maintained. Reports on other service students are submitted on the form required by their respective services. In the case of International Military Students, a report of successful completion of the course is prepared for transmittal to each student's country.

AWARDS

The Honor's Program recognizes the top graduate of the course. Additionally, up to 10% of the student body may receive recognition as a member of the Commanding General's Honor Roll. The top student from

the specialties representing Ground Combat Arms, Aviation, Combat Service Support, the Supporting Establishment and the top international military officer, respectively, is also recognized. Selection to all awards is by an honor's board. The writing program has an award that includes cash honorariums for the two papers judged by the Marine Corps Association to be the most meritorious. All award recipients are recognized during the graduation ceremony and their official records are appropriately annotated.